

Embedding trauma informed care and practice

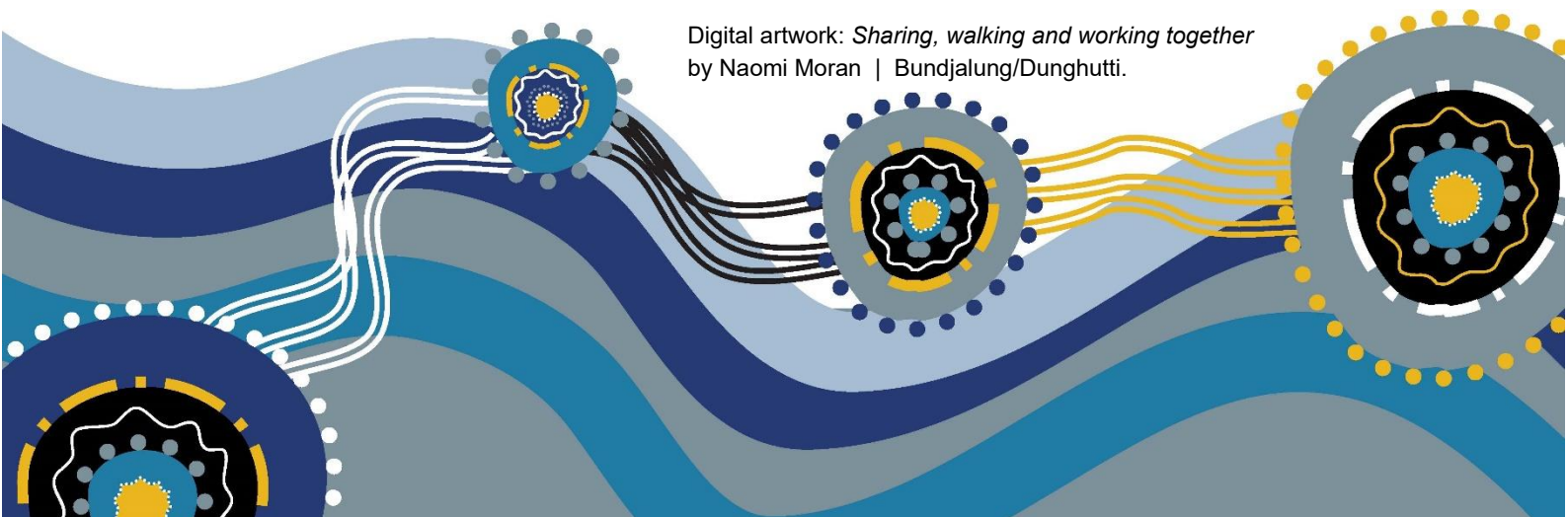
Project report, June 2024



We acknowledge the Traditional Owners and Custodians of the land where we live and work and their continuing connection to land, water, sea and community. We pay respects to Australia's First Peoples, to their unique and diverse cultures, and to Elders past, present and future.

Inclusion is about the actions we take every day. We welcome, support and celebrate diversity.

Digital artwork: *Sharing, walking and working together*
by Naomi Moran | Bundjalung/Dunghutti.



About Better Chances Forum

Better Chances Forum (BCF) is a collaboration supporting better chances for children, young people, their families and communities to lead safe, healthy and happy lives. We focus on early intervention and prevention to keep families together. We bring together people from organisations and groups across the Northern Rivers region of NSW to:

- connect, reflect and build our practice
- share information and build relationships
- act to work more supportively alongside children, young people, their families and communities
- create space for storytelling to explore what's working and not working in our service systems — to understand challenges, gaps and opportunities — and communicate these stories to decision-makers.

BCF has over 400 members and is guided by the BCF Practice Leadership Group. The forum is convened by Social Futures as part of the Early Intervention Connect program, which is funded by the NSW Department of Communities and Justice under the Targeted Earlier Intervention program.

Focusing on trauma informed care and practice in BCF

When organisations implement trauma informed systems, they see lower staff turn-over, better outcomes for clients and a stronger bottom line¹. In 2019 Better Chances Forum (BCF) began exploring opportunities to enhance and strengthen trauma responsive support. While there is strong commitment to trauma informed service delivery across the human services sector and there are opportunities for training, BCF members continue to share about challenges they face delivering genuine trauma informed care.

Over the course of 2019, through to 2024, BCF and Social Futures' Early Intervention Connect program led several rounds of workshop and training focusing on strengthening trauma informed care and practice with early intervention workers, managers and other BCF members. This report presents a summary of those activities, including:

- reflective practice workshops on strengthening trauma responsive support
- cultural trauma informed care training
- strengthening days for First Nations workers
- workshops and consultations to identify and share strategies for embedding trauma informed care and practice in early intervention services.

Reflective practice workshops – strengthening trauma responsive support 2019 to 2021

In 2019 BCF held four reflective practice workshops, facilitated by Social Futures and We AI-li. Ninety managers and workers from 33 organisations discussed and identified what they need to be more responsive to trauma. Workshop findings, along with supporting evidence and resources, were included in an executive brief. The themes identified and explored in the brief include:

¹ Aboriginal and Torres Strait Islander Healing Foundation 2015, *Healing Informed Organisations*, <https://healingfoundation.org.au/app/uploads/2017/02/Healing-Informed-Organisations-FINAL-SCREEN-INTERACTIVE.pdf> (accessed 2023).

- give us time when working with people with experience of trauma
- focus on healing through positive relationships
- provide universal training and support practice
- cultural fitness and understanding
- sharing and acknowledging stories
- connected, coordinated and collaborative services
- support accountability
- value lived experience.

Find more information in the brief here: <https://socialfutures.org.au/strengthening-trauma-responsive-support/>. An additional workshop was held in 2021 to discuss the findings with executives and board members from early intervention and BCF member organisations, facilitated by Social Futures, We Ai-li and FAMS (Family Services NSW).

In 2021 a further three reflective practice workshops, facilitated by Social Futures, were held continuing to support BCF members to build their practice and identify the support they need to be more responsive to trauma in their work. Themes discussed included:

- stopping and listening deeply. Holding space
- creating and maintaining safety
- knowing the supports available in the community
- using supervision and reflective practice in our teams
- acknowledging our own trauma, having space to reflect on this, so we can support others.

A total of 42 early intervention professionals participated in the 2021 reflective practice workshops.

Cultural trauma informed care training – 2021 to 2023

Social Futures commissioned ten cultural trauma informed care training workshops with Professor Derek Chong in 2021, 2022 and 2023. Over 150 workers and managers from early intervention services participated. These workshops were specifically funded by NSW Department of Communities and Justice for Targeted Earlier Intervention program providers and Aboriginal community-controlled organisations, groups and community-led projects. The focus of these workshops included:

- trauma informed care principles; and recognising and responding to phases of trauma
- trauma and the nervous system; impacts of invasion and colonisation – transgenerational trauma and healing; and practice recognising and responding to phases of trauma
- the science behind Indigenous cultural resilience; epigenetics and transgenerational trauma; and practice mindfulness
- confirming our learning – strategies for your own practice in trauma informed care.

Workshop results for 2023 show self-rated understanding of Trauma Informed Care improved by 75 per cent (from an average of 4.8/10 at the start of the session to 8.4/10 at the end).

Principles of trauma informed care and practice

Principles listed below were a key feature of cultural trauma informed care delivered by Professor Derek Chong.

Safety – emotional as well as physical e.g. is the environment welcoming?

Trust – is the service sensitive to people's needs?

Choice – do you provide opportunity for choice?

Collaboration – do you communicate a sense of 'doing with' rather than 'doing to'?

Empowerment – is supporting empowerment alongside people a key focus?

Respect for Diversity – do you respect diversity in all its forms?

Strengthening days for First Nations workers

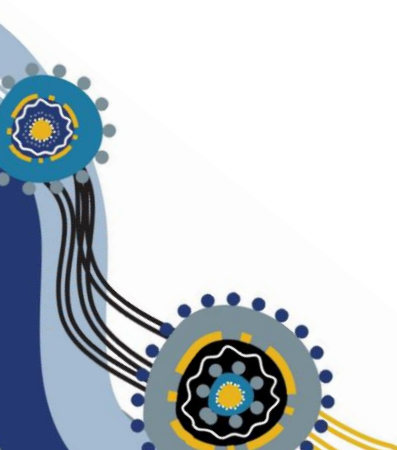
BCF has been hosting Strengthening Days for First Nations family support and early childhood workers since 2019. These workshops provide an opportunity just for First Nations workers to come together for healing, support and connection, build their practice together and then report back to the wider sector. Sharing and understanding strategies for supporting people and families with experience of trauma has been an important part of the workshops.

Some examples of feedback from participants are provided below.

- Acknowledge Aboriginal and Torres Strait Islander people's knowledge, tools, internal strength and power. We are patient and listen deeply.
- We have been protecting jarjums and keeping them safe for over 60,000 years within kinship systems, using cultural frameworks.
- We are committed to strengthening a supportive, integrated service approach and nurturing the community of care and practice – working together with community and across services.
- We need to create safe spaces for the conversations needed to collectively heal, regular opportunities in work hours for First Nations workers to connect, and also to come together with the wider sector. Finding and connecting the healers within the community.
- Regular sustainable healing and yarning circles.

Read more information about the BCF Strengthening Days and longer feedback from participants here: <https://socialfutures.org.au/wp-content/uploads/2023/09/20210903-BCF-Strengthening-Days-Feedback-Brief.pdf>.

Strengthening Days have been supported by Social Futures, YWCA Communities for Children and NSW Department of Communities and Justice, and facilitated by We AI-li.



Embedding trauma informed care and practice workshops and consultations

Participants including 63 practitioners (workers and managers) from 23 organisations participated in workshops and consultations in 2024 – focusing on understanding and sharing strategies and approaches to embed trauma informed care and practice. Themes and findings are presented in the following sections of this report. Many participants contributing to the project shared that trauma informed care was part of their everyday practice and interaction with children, young people and their families.

Strategies, approaches and strengths: Embedding trauma informed care and practice

Language

Many practitioners talked about the value of training in trauma informed care providing them and their teams the confidence and language to describe and name what they are doing in trauma informed care. With this confidence they are better able to support children, young people and families to understand and find a way to communicate what is happening for them. Participants noted:

- trauma informed care seems to be their natural approach (asking what's happened to you, not what's wrong with you?)
- using trauma informed care in regular check ins with clients
- asking clients if they need more education on trauma
- considering how we write case notes, in a strengths-based way
- supporting people to find the words to share their story so they can take their story to create change for themselves.

Supportive organisational systems and processes

Organisational systems and processes were identified as important to the way many participants practice trauma informed care, including by assisting workers to make decisions and share or hold risk of decisions with workers to reduce personal load.

Participants discussed their approach to transparency with children, young people and families being critical to building trust and relationships. This included being transparent when reporting a risk and talking with them about the opportunity for this process to bring in further supports for the family – supporting sharing of the load and risk with family. Managers or other specialists supporting workers through reporting decisions and processes was noted as an important practice so the worker is not holding the risk or story on their own.

Case study

The vision for the NSW Targeted Earlier Intervention program is that children, young people, families and communities receive the support they need, when they need it. An early intervention service manager shared a story about embedding trauma informed care principles in their organisation's processes. The team was discussing trauma informed care principles at a regular team meeting. They identified trauma informed care for some families they work with requires more

time and that they needed to change their approach. Rather than being constrained by the engagement timeframes stipulated in their funding specifications, they looked for formal and informal ways to allow families to stay connected with the service. This allows space and time to build trust and solid relationships to support families to engage more deeply in relevant programs when they are ready. This flexible approach resulted in stronger family engagement and improved satisfaction for the team.

Valuing relationships and providing consistency

Continuing to show up builds relationships – establishing services as places of consistent support in community. Often this means turning up over and over until community members can trust a service enough to engage. This relationship-based approach to working with children, young people and families positions trauma informed services to facilitate and coordinate support that wraps around a family, child or young person.

Cultural practice and somatic work

Participants discussed cultural practice and somatic work in trauma informed care, including to assist moving trauma in the body. Examples of approaches and strategies are listed below.

- Staff and community members participating in cultural trauma informed care training together – building capacity up and out.
- Understanding and considering safety in the body – facilitating grounding.
- Silence can be powerful.
- More ceremony, which has been a strong feature of BCF Strengthening Day workshops.

Indigenous healing practices work because they are ‘repetitive, rhythmic, relevant, relational, respectful and rewarding’. ‘While these therapeutic practices may not at first seem “biological” be assured that they are not only likely to change the brain, but they will assuredly provide the patterned, repetitive stimuli required to specifically influence and modify the impact of trauma, neglect, and maltreatment on key neural systems”.²

“Our Aboriginal cultural activities and ways of knowing, being and doing in the world through ceremony, words, dance, song, art, making tools (weaving/carving etc.) rituals are all somatic sensory-affective experiences restoring the mind-body connection by providing patterned repetitive movement and a relational experience with self, family and community”. (Atkinson, 2024).

Case study

Bunyarabugalma (to make well - make healthy) is a locally produced, Aboriginal designed trauma healing approach for all ages incorporating therapeutic breathing, stretching, Aboriginal language learning and animal postures to connect mind, body and spirit. It was developed by Murwillumbah Community Centre’s (MCC) Indigenous Programs team and has proven itself as a great engage children, young people and adults. It can be used in all settings with people of all ages and developmental stages. Participants experience the benefits of connecting with language, breath and movement for a deeper connection to community, country and culture.

² (Perry, in Malchiodi 2008, pp. ix–xi). ‘Creative Interventions and Childhood Trauma’, in Creative Interventions with Traumatized Children, The Guilford Press, New York, pp. 3–21.

MCC Indigenous Programs has developed a video (DVD) and card set as part of the Bunyarabugalma Healing Resource. For more information contact MCC Indigenous Programs via <https://mccentre.org.au/murwillumbah-hub/>. You can also download the Bunyarabugalma Youth App from: <https://play.google.com/store/apps/details?id=com.bunyarabugalmayouth> or <https://apps.apple.com/au/app/bunyarabugalma-youth/id6472630030>.

Peer-based workforce

Including and building a peer workforce was identified by participants as strengthening trauma informed care and practice in their teams and supporting agency for people with lived experience, including First Nations workers. How we work with staff experiencing trauma was noted as important to role model how we work with children, young people and families.

Role modelling choice and control

Participants discussed how they support choice and control for children, young people and families (consistent with trauma informed care principles of choice, collaboration and empowerment).

- Role modelling shifting power, for example, supporting participants to create group rules or safety protocols. This allows everyone to know how they can participate, and consider what safety looks like for them.
- Role modelling a child-led approach in work with families.
- When seeking children, young people and families' stories consider the purpose of gathering their stories, information and data, and respect their right to choose if and how it is shared. This includes considering Indigenous data sovereignty: the right of Aboriginal and Torres Strait Islander people to exercise control over their data and information including creation, collection, access, analysis, interpretation, management, dissemination and reuse³.

Aboriginal and Torres Strait Islander people's experience where their data and stories have been shared without consent has eroded trust of services, and contributed to poor outcomes for families, including compounding their experience of trauma, within services and systems.

Respecting Indigenous data sovereignty is one way that trauma informed care seeks to build trust and supports choice and empowerment (principles of trauma informed care).

- Providing true space for children to inform what their program looks like for the term. Family-led decision making is the core of our work with families.

³ For more information about Indigenous data sovereignty see:

- <https://www.niaa.gov.au/sites/default/files/documents/2024-05/framework-governance-indigenous-data.pdf>;
- The Maiam Nayri Wingara Principles <https://www.maiamnayriwingara.org/>; and
- <https://aiatsis.gov.au/publication/116530>.

Within the team

Many participants described strategies and strengths that support embedding trauma informed care into practice within their teams.

- Mentoring capability within the team.
- Doing refreshers at staff meetings on trauma informed care, including trauma informed care principles and understanding flight or fight responses.
- Managers having an open-door policy.
- Group supervision and/or reflective practice, and individual reflection. It is critical to have space for workers to reflect and debrief.
- Provide all workers in the team with trauma informed care tools. Shared understanding so that everybody who engages is aware of how we engage. Consistency.
- Rituals to celebrate our work is part of our culture – staff meetings have space for celebration and a check in.
- Staff wellbeing plans to articulate when staff need support and how they are best supported when they experience trauma.

Understanding that staff could also have experience of trauma, especially with the impact of disasters in the Northern Rivers. It is important to support the workforce to understand how trauma responses can show up in our day-to-day work, and build on the strength of our lived experience to enrich the work we do in safe, intentional and effective ways that do not burden children, young people and families with trauma held by our workforce.

Space and time

Consideration of space and time has been a recurring feature of BCF conversations about trauma informed care. This is about creating trauma-informed environments in spaces that consider sensory needs, lighting and temperature as well as general safety, especially when engaging families so parents are free to engage and consider their own needs. The whole trauma informed experience starts at reception. Participants noted need for space and time to listen as our whole selves. This is explored further in the following section on engagement strategies.

Engagement strategies and approaches that support trauma informed care

Many engagement strategies, approaches and concepts that support trauma informed care were discussed by participants.

- Making time to build trust and relationships so people can tell you what's really going on for them.
- Provide an environment where the person's need and their capacity to engage is taken into consideration in any kind of triage or assessment. Take into consideration cultural, historical and gender-based issues.
- Be clear about what we can deliver – we can't always offer solutions.
- Using craft, journals, cooking, vision/gratitude books. Colouring is available on tables for clients of all ages. Keeps children busy so parents can relax and be able to communicate, keeping nervous hands busy. Offer a playroom – a safe place for kids = safety for parents.

- Adventure therapy.
- Understand that each day is different and if someone is having an off day that is okay. Trust they will come when they are ready.
- Understand different communities have different needs and require different approaches.
- When people's capacity might be comprised, we give small bits of information in early engagement.
- Understand the survival brain and how it relates to people experiencing trauma. When people are engaging with us they may be in a fight or flight response. They are looking for mistrust and will see when we are turning up not being authentic. We need to be transparent and continue to show up to create trust.
- When first working with families look to offer a quick win to show that you can deliver on things that are asked.

Further opportunities and needs for strengthening trauma informed care and practice

- Ongoing investment in training including using Indigenous knowledge systems to unpack trauma held for workers and skills to self-regulate, cultural trauma informed care, volunteers and staff training together, and more about practical skills for trauma informed care. Funding for replacement staff to free up workers to participate in learning and development
- Co-facilitating reflective sessions – or facilitating so all can participate.
- Resources to supporting us to articulate our approach – quick and easy resources. Resourcing teams with have trauma procedures or guides.
- Introduce resources in BCF sessions and give participants a takeaway guide to follow.
- Reflective practice prompts and questions for teams to use and adapt. Basic questions so we can incorporate healing and cultural elements.
- Recognise not everyone wants to share during training and workshops. Participating via journaling can be a good option for some.
- Acknowledge the time it takes to build trust, especially with a vulnerable client group – reporting and funding for some services does not recognise that work.
- Recognise and understand signs of compassion fatigue and workforce trauma.
- Affordable specialists to refer to.
- Invest in peer workers.
- Physical space is a problem in some under-resourced services. It can be hard to provide a quiet, relaxing space, especially on busy days.

The impact of our work in trauma informed care

Participants did not identify specific, quantified measures for the impact of trauma informed care in their practice. However, some participants observed that when trauma informed care is working well

people are more engaged and open to support, and that they can measure how much people are linking in to access a service, seeking support, and telling their real stories.

Opportunities discussed to better demonstrate the positive impact of trauma informed care focused on stories, including:

- better documenting stories, that are often held in internal conversations
- continuing to create space for sharing stories, including through BCF
- inviting decision-makers to be part of sharing and hearing stories.

Reflective practice tools and questions

BCF members have worked together to set up the forum to be a place for workers to focus on connecting through practice reflection. Together members create space for reflection and building our practice, underpinned by the principles of trauma informed care⁴. Participants often acknowledge the importance of the intentional approach to setting up reflective conversations in BCF. This approach supports safety for participants (who work with children, young people and their families), which reflects how we aim to work with children, young people and families.

The approach and elements of reflective practice in BCF are outlined below along with some examples of reflective questions members and others can use in their teams. Elements include:

- group agreements for working together
- facilitation grounding with meditation, including using videos, and checking in to the session
- presentations, stories and content to stimulate conversation and reflection
- practice-focused reflective questions
- checking out.

Group agreements for working together

BCF developed a working together agreement to guide safe and productive conversations in our connection sessions and workshops. It was developed by members over several sessions, over approximately an 18-month period when meetings were held frequently to support community sector connection during the covid pandemic. The agreement is presented consistently at every session and there is always an invitation to add to the agreement as new members join, or other needs arise. This agreement (outlined below) can be used in a range of groups and settings to support reflective conversations. However, it is just an example. There can be great value in groups working together to establish their own agreements, based in the context and culture of the group. Ownership of the agreement by the group is important and supports a trauma informed approach.

In BCF we:

- acknowledge each other's knowledge – respect each other's contribution
- listen deeply – to understand (not to respond)
- help create a space that is safe for people to ask questions

⁴ Safety, trust, choice, collaboration, empowerment and respect for diversity.

- be clear about what is confidential
- we offer support in the group to debrief with colleagues
- it's ok to step out of the meeting if you need to – let us know if you would like to check in
- encouraged to share your story – experience being heard
- language matters – strengths-based, respectful language will support us and people we work with
- be mindful of privacy for our clients and colleagues.

Sessions are set up with the aim to leave the session better off than when we arrived – and to consider how this supports us to do the same with children, young people and their families we work with.

Grounding

Reflective conversation in BCF are an opportunity to step away from the business of everyday work to nourish ourselves, our teams and our practice. BCF often uses brief meditations to support participants to step more fully into this experience, and to step back into their work at the end of sessions. Some great videos are available to support this.

- The Dadirri film from Aunty Miriam Rose – Dr Miriam-Rose Ungunmerr Baumann AM, Aboriginal activist, educator and artist – is a great example often used to support grounding at the beginning or end of BCF connection sessions.

See https://www.youtube.com/watch?v=tow2tR_ezL8 (3min:42sec).

- The Children Came Back video from Briggs has been used at the end of BCF sessions – reinforcing hope as participants move from facilitated reflection back to everyday work.

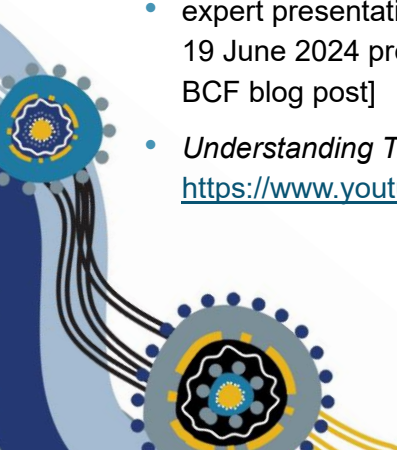
See Briggs - The Children Came Back featuring Gurrumul & Dewayne Everettsmith (Official Video) <https://www.youtube.com/watch?v=3-wMbFnrTo> (3min:50sec).

Checking in – introductions for each participant also support grounding and connection into the reflective session. The intention is to connect with each participant (not to provide service updates). Participants share their name, who they are representing, and one word about how they are feeling as they join the conversation.

Presentations, stories and content to stimulate conversation and reflection

Presentations and videos are often used in BCF sessions to offer content to stimulate conversation and reflection. Content is framed to lead into practice-focused conversations – not just presenting theory or service promotion information. Examples include:

- BCF member stories or presentations about their service models that reference practice approaches
- expert presentations from senior practitioners, such as Lisa Gardiner's (Secure Base Solutions) 19 June 2024 presentation to BCF *Embedding trauma informed care into practice* [insert link to BCF blog post]
- *Understanding Trauma: Learning Brain vs Survival Brain* video, Jacob Ham see <https://www.youtube.com/watch?v=KoqaUANGvpA>.



Reflective questions – embedding trauma informed care into practice

Reflective questions are used in BCF sessions to guide conversations in smaller break out groups and large groups. Smaller group opportunities are important to support participants to engage in often challenging practice discussions, before sharing in a larger group. Examples of reflective practice questions relevant to trauma informed care are listed below. Often, only one or two questions are required.

Small group questions

- Share an example when you (your organisation or someone else) supported trauma informed care and practice to occur?
- What did you notice about how it supported the worker, team and/or better chances for a child or young person?

Larger group / follow up questions

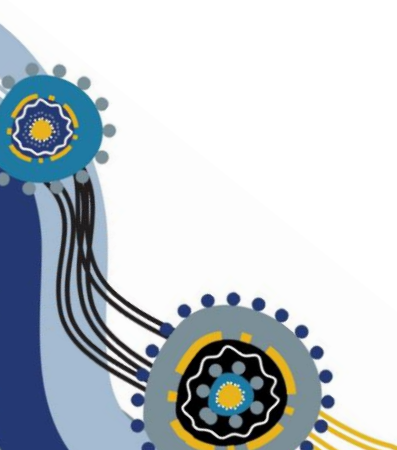
- How may the examples you shared in your break out groups add to themes and strategies we already identified, what supports you, and how you can support TIC?
- How do we know our practice (TIC) is supporting better chances for children, young people, their families and communities?

Other specific questions relevant to embedding trauma informed care

- How are you connecting to engage children, young and families with cultural opportunities?
- How does, or how could, peer work add value in your service?
- How do we facilitate child and family-led approaches and decisions in our service? What conditions do we need in place to support child-led decisions? How do we balance that with adults' responsibility and accountability?

Checking out

At the end of BCF sessions participants are asked to share one word about how they are feeling as they leave the session. This helps to articulate and reinforce learning, and to demonstrate to individuals and the group when participants are leaving better off than they were when they arrived. On some occasions it indicates when participants may need further support or follow up.



Other resources and links (accessed June 2024)

- a. Aboriginal and Torres Strait Islander Healing Foundation 2015, Healing Informed Organisations, <https://healingfoundation.org.au/app/uploads/2017/02/Healing-Informed-Organisations-FINAL-SCREEN-INTERACTIVE.pdf>
- b. Blue Knot Foundation 2020, Organisational Guidelines for Trauma informed Service Delivery (Updated 2020) Authors: Kezelman C.A. Stavropoulos P.A
- c. <https://blueknot.org.au/product/organisational-guidelines-for-trauma-informed-service-delivery-digital-download/>
- d. Blue Knot Foundation, Fact sheet for managers: Trauma informed service delivery,
- e. https://blueknot.org.au/wp-content/uploads/2020/02/Fact_Sheet_Managers.pdf
- f. Blue Knot Foundation, Fact Sheet: Having conversations about trauma – for general public, https://blueknot.org.au/wp-content/uploads/2021/08/26_BK_FS_TalkingAboutTrauma_GeneralPublic_JULY21.pdf
- g. Fox, S., Southwell, A., Stafford, N., Goodhue, R., Jackson, D. and Smith, C. (2015). Better Systems, Better Chances: A Review of Research and Practice for Prevention and Early Intervention. Canberra: Australian Research Alliance for Children and Youth (ARACY). <https://www.facs.nsw.gov.au/download?file=335168>
- h. Kezelman C, Stavropoulos P. (2012) Practice Guidelines for Treatment of Complex Trauma and Trauma Informed Care and Service Delivery Adults Surviving Child Abuse 2012. <https://www.childabuseroyalcommission.gov.au/sites/default/files/IND.0521.001.0001.pdf>
- i. Mental Health Coordinating Council 2018, Trauma -Informed Care and Practice Organisational Toolkit (TICPOT): An Organisational Change Process Resource, Stage 1 – Planning and Audit, Authors: Henderson, C (MHCC), Everett, M. Isobel S (Sydney LHD), <https://www.mhcc.org.au/resource/ticpot-stage-1-2-3>
- j. Social Futures (Northern Rivers Social Development Council) 2013, Lived Experience Project Report, https://socialfutures.org.au/wp-content/uploads/2015/11/LivedExperienceProject_prototype.pdf
- k. We Al-li 2019, Culturally Informed Trauma Integrated Healing Approach framework <https://www.wealli.com.au/wp-content/uploads/2021/11/Generic-We-Al-li-info-sheet-one-CITIHA-1.pdf>
- l. Wellways 2019, Wellways Peer Workforce Framework, https://media.wellways.org/inline-files/ww535_PeerWorkforceFramework.pdf
- m. Trauma Informed Care & Practice Checklist, Community Housing Industry Association NSW <https://communityhousing.org.au/wp-content/uploads/2018/06/Sec3Resource1-TraumaInformedCarePracticeChecklist.pdf>
- n. Trauma-Responsive Organization Checklist, FPWA https://www.fpwa.org/wp-content/uploads/2023/05/Trauma-Responsive-Organization-Checklist_FINAL.pdf
- o. Integrating voice in program design and evaluation <https://professionals.childhood.org.au/prosody/2023/01/making-feedback-meaningful/>
- p. Recording of session at FAMS conference 2023 - Evaluation and outcomes <https://www.youtube.com/watch?v=koD8grNEjLk>
- q. Cultural Safety in Trauma-Informed Practice from a First Nations Perspective: Billabongs of Knowledge. Springer International Publishing AG. <https://doi.org/10.1007/978-3-031-13138-7>
- r. Learning brain versus survival brain <https://www.youtube.com/watch?v=KogaUANGvpA>

- s. <https://www.crisisprevention.com/blog/general/trauma-informed-care/>
- t. The Dadirri Film – Aunty Miriam Rose Ungunmerr
https://www.youtube.com/watch?v=tow2tR_ezL8
- u. Northern Rivers Community Healing Hub <https://www.nrchh.org/>
- v. <https://socialfutures.org.au/strengthening-trauma-responsive-support/>
- w. <https://socialfutures.org.au/wp-content/uploads/2023/09/20210903-BCF-Strengthening-Days-Feedback-Brief.pdf>

Support links:

Lifeline | 13YARN

Contact Social Futures

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<https://socialfutures.org.au/sectorsupport/better-chances-forum/>

